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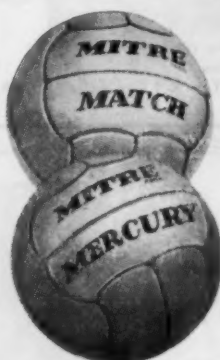
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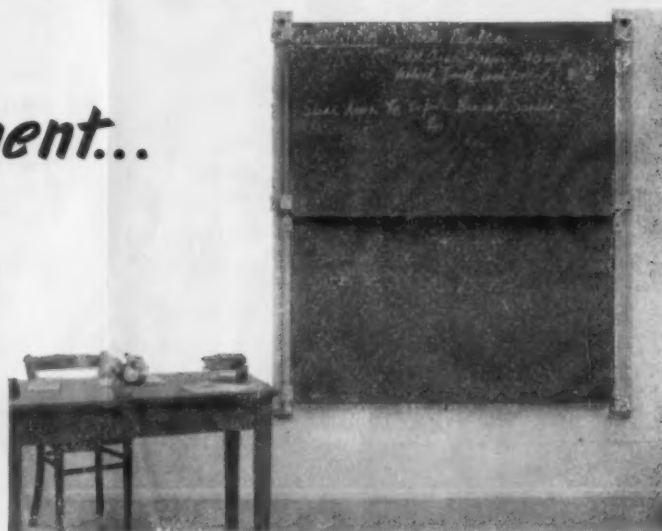
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,369. VOL. CXLVIII.

APRIL, 1956

Education Welfare Officers' Association

At the 65th Annual Conference of the Education Welfare Officers' National Association at Harrogate on March 31st, Mr. John H. Baglee, of Northumberland was installed as President.

Presidential Address

In looking back said Mr. Baglee and remembering the stalwarts who have held the office of President since this Association was formed in a coffee house in London in 1884, none has worked harder or more assiduously for the good of us all and the children whom we serve than Mr. Joe Ashworth, who has now relinquished the office of president after having been called to officiate in that capacity on no less than three separate occasions. We thank him for his great contribution to this Association over many years and wish him good health so that we may have the benefit of his long experience and wise counsel for many years to come.

We, as Education Welfare Officers, owe our being to the introduction of compulsory education and in those days it may have been sufficient for us to justify our existence by ensuring that as many children as possible attended school regularly. We must have been fairly successful in this respect because in 1902, when School Boards were abolished and their functions transferred to local education authorities, the average attendance of children at schools in Northumberland was 80 per cent. During the next ten years it had risen to 89 per cent. Now it averages from 90-92 per cent.—very much better, but not good enough and not as high as could be obtained, allowing for genuine illness of the child. What then is the cause of this absenteeism? Surely, with all that has been done to make education attractive to the child—school meals, milk in schools, new buildings, free transport where necessary, new methods of teaching, health and dental services, etc., all children would want to go to school. Yet the average attendance is a little over 90 per cent.

Let us consider the millions of pounds spent on Education and deduct, say 8 per cent. I do not know the exact figure the 8 per cent. would amount to, but it must be in the region of forty millions and it is lost—wasted if you like. It would appear then that the Education Service now embraced by that excellent Act of Parliament, the Education Act of 1944, which envisaged free primary and secondary education for every child according to their age, ability and aptitude, is not benefiting some 8 per cent. or more of the school population, and these unfortunate children are our daily

concern. With a few exceptions, we know, as education welfare officers, that amongst these 8 per cent. are the handicapped, maladjusted and E.S.N. children who have not as yet been accommodated in special schools, and the neglected, the unwanted, the delinquent and potentially delinquent children.

Provision for Handicapped Children

We were extremely grateful that the 1944 Education Act gave power to the education authorities to detect and make suitable provision for physically and mentally handicapped children according to their needs and we congratulate those authorities who have done all they can in this direction. My own authority, Northumberland, has recently opened a special residential school and the results, so far, have been very gratifying. Our frequent visits to these special schools afford us the opportunity of seeing at first hand what is being done for the handicapped child and it is a great joy to us to be able to pass on this information to parents of handicapped children who have been recommended for admission to special schools.

Assuming that in the future all children handicapped in any way will have special provision made for them according to their needs, we are still left with those children who, because of indifferent parents, are subjected to various degrees of neglect and are therefore prevented and unable to take full advantage of education in school.

Neglected Children

We are only too aware of the work done by the N.S.P.C.C. but what of the neglect which does not satisfy the requirements of criminal proceedings—the children neglected in their own homes, the children now referred to as latchkey children, the children who are born of parents, selfish in the extreme, who look upon their children as financial liabilities and treat their existence as some misfortune which has created for them the irksome duty of bringing them up.

We cannot ignore the effects of the last war, when children were separated from their parents and taken to places of safety to be cared for by strangers, and there is no doubt at all that the increase in anti-social behaviour amongst children, since the war, was a

direct result of this, but we are told that it is on the decline and I believe it is, but I am sorry to say that the habit of both parents going out to work, which was, of necessity, a wartime measure, is, to a great extent, still with us. The advent of the Welfare State and family allowances have been seized upon by too many parents to transfer the responsibility of their children in too great a degree to the Authorities.

I do not deny that in many circumstances such as divorce, separation, desertion and chronic ill health of the father it is sometimes necessary for the mother to go out to work, and I applaud those brave souls who have managed single handed to bring up their children to be worthy citizens, but it is nothing short of criminal for a child to be deprived of the love and care of its mother during its early years and especially up to the age of seven. I would implore parents with young children, who both go out to work, to consider whether their effort to raise their standard of living at the expense of their children's welfare, is to their advantage. I know, and we here all know, that it is not. Cars, television sets, nightly excursions to places of adult entertainment cannot be compared to the pleasure and permanent joy derived in caring for and bringing up children to be decent, honest and worthy citizens.

Co-operation of Parents

The schools cannot function to the best of their ability without the full co-operation of parents and, considering that the child spends less than one-eighth of his time between the ages of five and fifteen at school,

the importance of the home is clearly evident. There is no substitute for home. There is no substitute for mother and father.

Our friends in the teaching profession have for a long time known the importance of good relations with the homes of the children. Parent-Teachers' associations have played a major part in this, but again, the indifferent parent does not co-operate. Our efforts to produce a liaison with these homes has earned the praise of teachers and together we have been successful in producing in difficult cases an adjustment to school which could not have been achieved otherwise.

Preventive work and the early detection of anything abnormal in a child's behaviour is, in my opinion, of paramount importance, probably the most important task we undertake, but here, with the exception of the help given by the health visitor and the teachers, we plough a lone furrow. Sir Basil Henriques, that great authority on child welfare, when addressing the Royal Society of Arts in London recently, said the weakest part of child welfare was its preventive side, the side which was in fact far and away the most important. We are all conversant with the admirable work done by the juvenile courts, the probation officers, and the more recent children's departments, who are dealing with the children after they have committed offences or after they have become deprived of a normal home life.

Dr. D. H. Stott has told us in one of his latest books about the high association between absenteeism from school and subsequent delinquency. He says that because of this the education welfare officer, in having access to the home in the normal course of his work, occupies a key position as a spotter. Yet some authorities have not as yet grasped the significance of this and appear to be satisfied with the position as it is now. They pay the minimum of salary and overwork their officers with areas too large to allow the necessary attention to be given to all cases. I am mindful of the fact that the Children's Act of 1948 removed, to some extent, the care of children from education authorities to the newly formed children's committees. This was a disappointment to me and a very costly venture to the country. In my opinion it would have been much better to have extended the education welfare service so that the preventive side in the welfare of children could have been strengthened with the resultant saving of enormous sums of money in eradicating anti-social behaviour of any kind. If we are to have the many separate departments dealing with the welfare of children, for goodness sake, let us have perfect liaison between these departments and use the education welfare officer's knowledge of the homes, parents, schools and children for the benefit of the children.

I am not alone in this trend of thought for have we not at this moment a working party set up to consider the proper field of work and the recruitment and training of social workers at all levels in the local authorities, health and welfare services under the National Health Service and National Assistance Acts and in particular, whether there is a place for a general purposes social worker with an in-service training as basic grade? We have given our contribution in the form of a memorandum. We have also now co-ordinating committees in areas and these have helped but we cannot afford to experiment where the welfare of children is concerned.

I have already mentioned the great amount of money



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spent on education. We are told more is to be spent on the scientific and technical side in an effort to keep this country abreast or in front of other countries in this field. We, then, must be equipped and up to date in our methods to ensure that all children of our time are given every help to take advantage of education. We have, as an Association, done all we can to improve our skills and knowledge. We have attended lectures and courses and here I would mention the valuable help given by the University departments of Manchester, Bristol, Durham, Nottinghamshire and elsewhere for the splendid courses they have arranged on our behalf, and to those enlightened authorities who allow and make provision for their officers to attend, but we need, and need urgently, a standardised training for all officers, and this training should be absolutely related to our work and duties.

Protection of Children in Employment

Before I leave the welfare side of our work may I refer to the present provisions in existence for the protection of children in employment and their appearance in entertainments. We are very much aware of the many local bye-laws in existence which govern the employment of children above the age of thirteen years and the various requirements which allow morning employment before school in one area and forbid it in an adjacent area. This is evidence of the diversity of opinion which exists up and down the country as to whether employment during school days by children is a good or a bad thing. We know it can be a very bad thing when the child is employed by people who are quite willing to exploit child labour. In the case of reputable employers who really care for the child's welfare it may do no harm. We are ever vigilant and I hope that exploitation of child labour will never return so long as we are entrusted with the care of children.

The provisions dealing with children in entertainments needs amending and at last it appears reasonable to hope that in the not too distant future new legislation will appear on the statute book. We know how difficult it is to supervise those children who appear in charity shows without a licence under the six performances in six months clause. Again we are faced with the question of exploitation and how easy it is for it to creep in if we relax our vigilance.

Whatever may be the future for these children, we have a duty to see that the maximum protection that the present regulations afford is given to all children whether appearing under licence or not. Let us hope that the Batison report and our previous resolutions will be instrumental in giving full protection to the children, and the necessary power to us to make exploitation impossible and uneconomical for the promoters.

Let me now turn to our Association, the past and the future. It is no mean achievement to have preserved a continuity of endeavour since 1884 and let us be proud of our achievements in the past and the contributions we have made to the improvement of the child's lot which has resulted in enactments for their protection. The Association has fought hard for equal recognition of all education welfare officers and we will not rest until the anomalies, the worst of which exists in Scotland, are removed. It grieves me to know that just over the border of my county, officers are being paid a salary

less than my own. We were hopeful that the closer working agreement with N.A.L.G.O. and the Charter award would have meant an end to our salary and grading problems, but we are still awaiting the promised regrading following our interim award in 1949. Could any association have shown such patience? We enter this year with high hopes that, ere long, we shall be rewarded for our patience, that definite steps will have been taken to make our service a nationally qualified service, that our salary and status shall be commensurate with our responsibilities and that we shall speak as one voice on behalf of all education welfare officers.

The future of this nation depends on the children of to-day. Their opportunities are greater than ever before and will, no doubt, lead to greater responsibilities hitherto unknown. May we go forward untrammelled and unrestricted, to ensure "For every child, a chance."

The English-Speaking Union of the Commonwealth has again awarded Walter Hines Page Travelling Scholarships to enable teachers to visit the U.S.A. for periods of from four to eight weeks during 1956 and the spring of 1957, with full hospitality provided. Two special Page Scholarships have been awarded this year to Chief Education Officers for four weeks each, also with full hospitality provided. In addition, two Chautauqua Institution Scholarships have been awarded to enable two British teachers to attend the six weeks' Summer School at Chautauqua in New York State, with an additional two weeks' hospitality provided by the English-Speaking Union of the United States.

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—Mr. Edward L. Britton, of Guildford, in his Presidential Address to the Annual Conference of the National Union of Teachers at Blackpool.

The Signs of the Times

Anyone looking at the educational scene to-day, said Mr. Britton, cannot fail to be impressed by the fact that the teaching profession is labouring under an acute feeling of frustration and bitter dissatisfaction. It is certainly more acute than it has been for twenty-five years at least, possibly more acute than ever before in our history. We emerged from the war with high hopes and with universal promises of better things ringing in our ears. A new Act was on the Statute Book and a new day was dawning. But steadily and apparently inescapably conditions have deteriorated ever since. Wages have declined in value until each one of us can look round and see unskilled and socially unimportant jobs being better paid; the actual classroom work of teaching has steadily become more exacting and more exhausting; and duties outside the classroom have become more oppressive. And in spite of many new school buildings, taking the field as a whole, the conditions of overcrowding and inadequate provision have become steadily worse. People outside the schools talk about the past ten years as a period of great educational advance. In a sense they are right. The school leaving age has been raised; the vastly increased numbers of children have all been found places in school; and much progress has been made towards reorganisation of full-range schools into primary and secondary schools. But only those who work in the schools know how much of that progress has depended on teachers' self-sacrifice and teachers' improvisations and teachers' willingness to accept more onerous conditions of work for the sake of better educational opportunity for the child. But the teachers known and the teachers look round and see that all the thanks they have received have been a steadily declining standard of living and a succession of ill-informed canards in press and public platform blaming the profession for juvenile delinquency, juvenile illiteracy and juvenile indiscipline and all the other ills the times are heir to. It is hardly surprising that this mounting sense of frustration should have shown itself in angry meetings, in angry public protest, and in talk of sanctions. Indeed it would be surprising if it did not. But if anyone believes that this is no more than the vociferations of a few hotheads or an agitation deliberately worked up by a handful of malcontents, then they completely misread the situation. There are many teachers in all types of school who hate this talk of strikes and violent action. They feel sick at heart when they hear it for it is completely foreign to their conception of the high nature of their calling. But they no less than the others feel the same sense of frustration and disappointment which is welling up within the profession to-day like a black flood threatening to

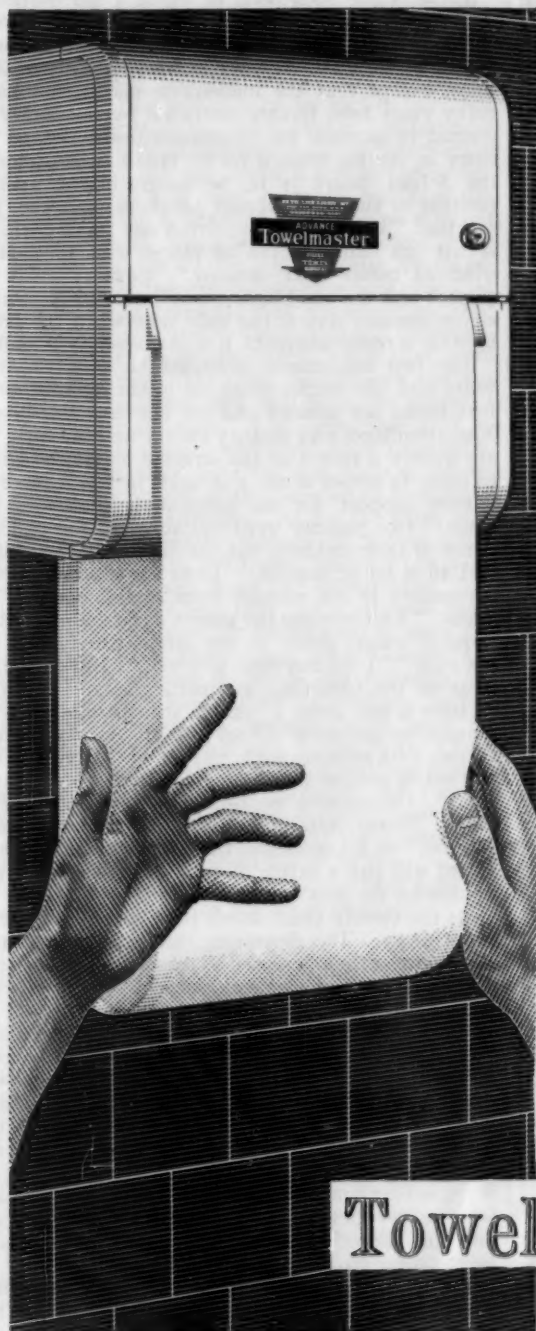
submerge the idealism and hope and effort which should be the hall-mark of our calling.

Hopeful Tendencies

Yet at the same time I believe the discerning observer can see another tendency at work. It is the common experience of teachers to find a greater demand for education among parents of the children in the schools to-day than there has ever been. At all stages of the system—from infant school to sixth form—more parents come anxiously inquiring how they can obtain better opportunities for their children than we have ever known before. But in case this is regarded as a subjective judgment let me point to a more clear-cut fact. We are to-day in the middle of yet another of our recurrent financial crises. Once again the traditional nostrum is being applied and public expenditure is being cut. But for the first time on record education is not in the forefront of the services which are having economies forced upon them. Admittedly a bank rate of 5½ per cent. will have its repercussions upon the education rate, but there is none of the traditional 5 per cent. off here and 10 per cent. off there which education has learned to expect. Instead, new expenditure is being planned, and the Government intend both to go ahead with rural re-organisation and to spend considerable additional sums upon expanding technical colleges. It is a transformation that everyone interested in education is bound to welcome.

Importance of Foundations

But, at the same time, the underlying contradiction is obvious. There is something fundamentally absurd in trying to advance in education and at the same time treating the teachers with studied neglect. New buildings are important—I would be the last to minimise their importance. Equipment is important—I would be the last to minimise the importance of that. But in the last analysis the learning situation is a personal relationship between a teacher and a pupil, and if that is not right, then all the buildings and all the equipment in the world will be of no avail. There is a fundamental inconsistency in talking educational advance and neglecting the teaching profession as it is being neglected to-day. Nor can there be any real advance while the foundation of the education system is being neglected. No one to-day doubts the necessity of extending technical and scientific education. In present circumstances the life of the country depends upon it. But no sound building can be erected on insecure foundations. And the mere erection of a superstructure of technical colleges upon a foundation of neglected primary and secondary schools will not produce the scientists and technicians we need. We could not produce a race of



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An Old Log Book

But let us look at the situation against a wider background. I imagine that many of you will have spent an interesting half-hour reading old school log books and they will be familiar with the interesting picture that emerges from those forgotten pages. The historians or writers on education would have us believe that the Education Act of 1870 was like the dawning of a new day after a long night of ignorance. An expectant populace, they would have us believe, leapt with joy to greet the light. But the old log book tells another story. They tell of an uphill struggle against ignorance and apathy and complacency and mistrust. They tell of year after year of frustration and disappointment and failure. They tell of people who, far from welcoming

the new learning, in the main resented being roused from their ignorance.

There is one such book of which I am particularly fond. The school was built in 1886—a piece of work-house-ecclesiastical architecture typical of the school boards at the time. It has remained virtually unaltered since, except that the inadequate playground has for many years been further restricted by temporary huts erected to increase the accommodation. But an early entry in the log book is by an H.M.I. who states that the School Board is to be congratulated upon the erection of such magnificent buildings, and goes on to say that "if I may be permitted one small criticism it is that sun blinds should be placed over the Southern windows before next summer." Seventy years have elapsed and the sun blinds are still not there. But as a sunny summer day is the only time when the internal lighting is really adequate, it is perhaps just as well.

The first headmaster occupied his post for twenty years and his entries show an uphill fight. The new text books are defaced and the new building despised. Non-attendance and truancy are rife and the early pages are mainly a record of the struggle to get the children to come to school at all, a struggle in which there is no outside support, for one particularly despairing entry reads "two parents were to-day fined for non-attendance of their children, but the fines are never collected and all is set at naught." Even the headmaster's own personality is not exempt from attack, for one entry reads: "Last evening the parent of So-and-so came and shouted vulgar abuse at me through my letter box." He adds: "I did not open the door." But as the years wear on the conditions gradually change. From time to time a boy gains a charity scholarship to the local foundation grammar school and the head records the success with obvious pride, but adds: "Alas! This boy will not be present to earn grant at the Annual Examination." On another occasion the head persuades the School Board into agreeing to employ an assistant teacher, but his success is turned to failure because the Board will pay a salary of only £55 a year and no one applies for the post.

As the twenty years draws to its close the opposition fades away. The despairing critics about attendance grow fewer; the references to personal abuse disappear, and the records of scholastic successes increase. At the end of the period the head contracted a chill at a football match, the chill turned to pneumonia and he died. The log book contains a newspaper description of the funeral. It tells how the whole village followed in procession to the graveside, and it adds: "Although the deceased was well-known for his active support of the teetotal movement, seven of the licensed victuallers closed their premises in respect as the cortege passed by." It is a touching conclusion to a very human story of a man who by devotion to duty overcame apathy and ignorance and turned contempt for himself and the education he stood for into respect.

But this is no isolated story. There are many of you who from the records of your own schools could match it with a similar account, for one of the brightest pages in the social history of the nineteenth century is the devotion of those many teachers who, living in obscurity, brought literacy where literacy had never been before and created a respect for learning where no respect had been.

Win Friends, Popularity With Little Tricks of Everyday Talk

A well-known publisher reports there is a simple technique of everyday conversation which can pay you real dividends in both social and professional advancement and works like magic to give you added poise, self-confidence and greater popularity. The details of this method are described in a fascinating booklet, "Adventures in Conversation," sent free on request.

According to this publisher, many people do not realise how much they could influence others simply by what they say and how they say it. Whether in business, at social functions, or

even in casual conversations with new acquaintances, there are ways in which you can make a good impression every time you talk.

To acquaint more readers of this publication with the easy-to-follow rules for developing skill in everyday conversation, the publishers have printed full details of their interesting self-training method in a 24-page booklet, which will be sent free to anyone who requests it. The address is Conversation Studies (Dept. SGC/CS1), Marple, Cheshire. Enclose 2½d. stamp for postage.

The same forces are at work

But it would be a mistake to look back on the past as no more than a curious tale of things long finished. We are not the culmination of history: we are but a milestone on the road, and the forces of ignorance and apathy and self-complacency are no less rampant to-day. The congratulatory remarks about the magnificent buildings of 1886 ring curiously in our ears to-day; but no more curiously than the catch phrase "educational palaces" that is so light-heartedly used to describe the new buildings of to-day will sound in a few years' time: indeed those of us who work in those buildings can already point to their limitations. Or again we may not be preoccupied with non-attendance and cases being taken to court, nor do we have to complain that fines are never collected; but many of us have seen case after case of school-life agreements that are never enforced and early leavers who trickle away from our secondary schools before they ought, leaving so much that could still be done for them. Yet again, we may not now lose grant upon our boys and girls who go to the grammar school, but there are many of us here who work in secondary modern schools who have been reduced to despair by having those very children upon whom we might build our fifth and sixth forms taken from us to do specialist courses elsewhere. As for the extra staff which was never appointed because the school board would not pay more than £55 a year, there are too many teachers in this hall who have had vacancies in their school advertised over and over again without there being a suitable applicant for me to need to draw the parallel there. Even the vulgar abuse through the letterbox is not without its lesson, for although the passage of sixty years has changed our methods, we can still have mass circulation newspapers to print ill-founded articles on illiteracy and jungle in the Classroom so that they can shout their accusations against the profession not through one letterbox but through two million. Point for point the struggle remains the same. We in our day do not inhabit the comfortable plateau that has been achieved for us by the efforts of those who have gone before. We in our turn fight the same fight against the same powers of darkness.

The Changing World

And for what do we fight? A week or so ago a man took an aeroplane five miles into the sky and flew it at 1,100 miles an hour. Looked at in cold blood it is a fantastic, incredible performance, but we have become so accustomed to marvels in these days that we take the news in our stride. In a year or two, perhaps within a month or two, it will have been superseded by something still more incredible. Yet within the memory of many in this hall today experts on aeronautics were asserting that it was impossible for any machine heavier than air to fly. We have but just passed the middle of the century, yet already the nineteen-hundreds have seen changes that no previous age could even have imagined. Radio, television, the cinema, the mass-produced motor car have changed our world out of recognition. We raise the span of human life, we raise the normal standard of health, indeed there seems no sphere of human activity that has remained untouched.

But we are not at the end of this process. The rate of change is faster to-day than ever it was. Splitting the atom is a common-place and no one now seems to have

serious doubts that before long men will set foot on the moon. And hidden away in the scientific papers are accounts of machines incomparably more wonderful than anything we have hitherto seen. There is the machine that plays chess, machines that read, machines that learn, machines that translate from one language to another, and no one can doubt that in a year or two these machines and machines like them will be applied to the problems of practical affairs and be the accepted facts of everyday life. And we in our schools are educating children to take their place in this new fantastic world. It will be a world that will differ even more markedly from our world of to-day than our world to-day differs from that of the early nineteen-hundreds. Once on a time man stood among his artifacts and regretted the transitoriness of his own nature. Art, he said, is long and life is short. But to-day it is man who is the constant factor and his artifacts that change.

The machines are obsolescent before they leave the drawing boards and are obsolete in a year or two.

Preparing for A.D. 2000

But we who teach are preparing human beings not for the year 1960 nor yet for 1970. The children in our schools to-day will be playing an active part in human affairs in the year 2000. It will be an incredible world whose outline defies our imagination. And all the equipment with which they can face that unknown future is such skill, such courage, such initiative as we in the schools can give them.

In 1870 Disraeli used the slogan, "On the education of the children of the nation does the future of the

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BACON dishes are

"We run our dining rooms on restaurant lines," says Mr. Roberts, "and that means giving our customers the dishes they like best. So we put bacon on our menu regularly. Bacon is very popular, and it's economical to serve, too. You see, there's no waste with bacon. I can keep strict control over portions, and that makes accurate budgeting much easier."

In these impressively spacious kitchens at I.C.I. House, Mr. Roberts and his staff of 60 provide 1,200 lunches every day for I.C.I.'s head office staff. In this photograph, Mr. Roberts is seen cutting up a side of bacon. "We use every cut in the course of a week," he says, "to get the greatest variety in the meals we serve."



Mr. H. Turpie, Larder Chef, prepares a ham salad in one of the dining rooms. In the I.C.I. Luncheon Club they prefer to carve a gammon hock from the knuckle end, although this cut can, of course, be carved from either end.



A braised gammon is taken from the oven by Mr. G. Turner, Sauce Chef, ready to be served with pease pudding. Veal and ham pie, made with collar, is another favourite in the I.C.I. Luncheon Club, and of course, the middle rashers, with liver, eggs or tomatoes, are always popular.

Dinner-time favourites

says Mr. M. Roberts, Head Chef, I.C.I. Head Office Luncheon Club, Millbank, London, S.W.1.

BACON CATERING ADVISORY SERVICE

Like most wise chefs, Mr. Roberts knows the importance of accurate portion control in economical catering. When you serve bacon, control is simplified by the recipes and costing charts issued by the catering division

of the Bacon Information Council. These charts tell you at a glance the cost per portion, whatever the prevailing price of bacon.

Here is a typical bacon catering recipe

INGREDIENTS	100 POR	50	25
Collar and Shoulder of Bacon	25-lb.	12½-lb.	6½-lb.
Onions	14-lb.	7-lb.	3½-lb.
Canned Tomatoes (Size 3s.)	8 cans	4 cans	2 cans
Pepper	1-oz.	½-oz.	¼-oz.
Worcestershire Sauce	4-oz.	2-oz.	1-oz.

Casserole of Bacon Shoulder and Onions

Slice of Bacon Shoulder baked in Tomato Sauce or Bed of Onions

Method:

1. Peel and slice onions: place on bottom of greased baking pans.
2. Lay slices of thick bacon on top of the onions.
3. Add seasonings to tomatoes and spread over sliced bacon.
4. Bake uncovered, in moderate oven (350°F.) for 1 hour or until bacon is tender.

VARIATION: Omit onions, using instead a Bed of Sliced Mixed Vegetables.

COST: If onions 6d. per lb. Canned tomatoes, size 3s. 1s. 9d. each, and seasoning costs 9d.

Cost of Collar and Shoulder of Bacon 2s. 9d. per lb. Cost per portion 10.86d.

Cost of Collar and Shoulder of Bacon 2s. 8d. per lb. Cost per portion 10.61d.

Cost of Collar and Shoulder of Bacon 2s. 7d. per lb. Cost per portion 10.36d.

Cost of Collar and Shoulder of Bacon 2s. 6d. per lb. Cost per portion 10.11d.

As cost of bacon rises or falls 1d. per lb. cost will rise or fall 0.25d.

As cost of onions rises or falls 2d. per lb. cost will rise or fall 0.07d.

As cost of tomatoes rises or falls 1d. per can cost will rise or fall 0.08d.

WRITE NOW FOR FREE RECIPES

For free recipes and costing charts, advice on any individual problem involving the serving of bacon, and special recommendations for school catering, contact the Bacon Catering Service, Dept. S.G.3, Brook House, Park Lane, London, W.1.

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ozs.	lbs.	ozs.	lbs.	ozs.	4/6	3/11
2	17	8	13	0	8.90	8.22
2½	20	~	14	12	9.60	9.40
2½	22	8	16	8	10.80	10.57
2½	25	~	18	4	12.00	11.75
3	27	8	19	12	13.20	12.92

NOTES:

1. SLICING WEIGHTS ALLOW FOR NORMAL CARVING OF BURGERS.
2. ALLOW FOR GLAZING WHICH IS 1/2% OF RAW WEIGHT.

BIG DEMAND FOR BACON

Publicity on a national scale is creating enormous popularity for bacon. Films, radio, television and advertisements and features in the Press are encouraging people to enjoy bacon at any meal—not just breakfast. Catering officers everywhere are finding that bacon

offers many advantages in the planning and budgeting of meals because there are so many different, interesting and delicious ways to serve it. You, too, will find your catering problems much simplified if you include bacon dishes regularly in your school menus.

For Economical Catering—BACON IS A GOOD BUY

nation depend," to place an Education Act upon the Statute Book. But in 1870 we were masters of a great empire and the rate at which things changed was measured by a steam train chuffing leisurely through the English countryside. To-day change is measured by the speed of machines that travel faster than sound and messages that circle the globe as fast as light. And to-day we are no longer masters of a great empire: our only assets are the skill and ingenuity and courage of our people. I am no pessimist who looks back longingly to an imagined golden age of long ago. This nation, and with it the whole of mankind, faces a more brilliant future by far than anything that has gone before. But to-day the material things on which we once relied are useless long before moth and rust have had a chance to corrupt. We have but one thing to rely upon: the skill, the ingenuity and the courage of human beings, and those are the qualities with which we in the schools are dealing.

Challenge

No other profession to-day has the responsibility for the future that is borne by the teaching profession and no other profession has our opportunities. In 1870 Disraeli's slogan had not a fraction of the validity it holds to-day. Make no mistake about it, the future of the nation and the future of the world to-day lies fairly and squarely in the schools. We as teachers will accept our responsibility as we have always done, but we turn and face the outside world and issue this challenge. Must we still waste our effort fighting for every little advance against apathy, against complacency and against sheer ignorant neglect of the needs of the times? Or will the nation at last pay more than lip service to the value of education and at last allow every child to enter into its birthright? That is the challenge we offer. And in the whole field of human endeavour there is no question whose answer in the long run is so important.

"Seek for the Best"

Was the theme of the Presidential Address by Mrs. E. M. Raynes to the Annual Conference of the National Union of Women Teachers.

*Seek for the best that ever went
Before your eyes or claimed your heart ; "
Ask for the whole, nor be content
If life should offer but a part.*

I have chosen this quotation from Percy C. Ainsworth's poem "The Ideal." Written in 1910, in the early days of the history of this Union, not only this excerpt but the whole poem expresses what we of the National Union of Women Teachers have ever striven to do for our profession and for education, said Mrs. Raynes.

Education has, in this country, always been regarded as the Cinderella service but in the midst of the chaos of World War I came along a visionary who planned a new heaven and a new earth for education. Former things were to pass away. Mr. H. A. L. Fisher described his work in connection with his Education Bill thus: "The summer recess was devoted to a campaign for explaining its provisions and listening to objections. Everywhere halls were packed and audiences enthusiastic. The prospect of wider opportunities which the new plan for education might open to the disinherited, filled them with enthusiasm." Alas, how soon that vision faded. The interests of local education authorities had to be met and before Mr. Fisher could get any measure of reform through Parliament, he had to strip the Bill of many good clauses and even when the Bill was finally entered on the statute book, how little of it was implemented. So, during the maelstrom of another war, a quarter of a century later was envisaged Mr. Butler's Education Act of 1944. Again the Bill was passed in a blaze of optimism. Many reforms were long overdue and, although the full implementation of the Act could effect a great improvement in the nation's education system, it still fell short of our hopes and ideals. Even so, those of experience predicted that fulfilment might not match the promise. The fear of general disillusionment, defined and articulate amongst the older genera-

tion of teachers, was vague and unexpressed among newer entrants to the profession.

Local education authorities made elaborate plans but before these could be put into practice came the cuts—pettifogging economies; cheeseparing and whittling down processes. Restrictive circulars issued by the Ministry have followed one after the other with monotonous regularity.

Coming more up to date we have Circular 283 issued in December, 1954. This, on a more cheerful note announced "The Government have decided to make additional resources available for investment in educational buildings." Though this rescinded earlier Circulars, irreparable damage had already been done. Action was to begin at once to ensure re-organisation of all-age schools in rural areas and the scope of building for vocational education was to be enlarged. Whilst welcoming the provisions made in this Circular, we cannot but regret that no mention was made of re-starting nursery schools. We view with dismay and alarm the claim that enough new primary places were under construction to provide for the increase in numbers expected between that year and 1956 and the suggestion that it will be necessary to convert for secondary school use, particularly during the period of peak pressure on the secondary schools, some of the places which will become vacant in primary schools as the roll of these schools passes its peak. Surely this fails to take into account the problem of the class size—one of the biggest problems in the field of education?

February, 1956, blotted out once again the former ray of promise. Mr. Harold Macmillan in the latest credit squeeze thought necessary by the Government, calls for further postponement of educational projects. Matthew Arnold once wrote:

"Tasks in hours of insight willed,
Can be through hours of gloom fulfilled."



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This maxim has certainly not been upheld in this century so far. Where education is concerned administrators, when economising, forget that they are dealing with children who have only one school life. This Union fought these restrictions whole-heartedly and unceasingly. The battle must and will go on. We must fight for an education system worthy of our nation so that future generations, looking back, will say "Never was so much owed by so many to so few." We must make the public realise that truly a nation's wealth is in its children and so will pressure be brought to bear on the Government of the day to ensure that the child wealth of this country is put on the gold standard and suffers no further devaluation. Education must needs be a long term investment. It is not an expensive luxury. Never was better value given by the teaching profession for so low a charge on public monies. Just over seven per cent. of the National Budget goes on Education—approximately 1s. 5d. in the £. Is this all we can afford? Are the nation's children worth so little? And little indeed does the country spend on true education. For only 70 per cent. of the sixpence in the pound is spent for that purpose. The other 30 per cent. goes on the ancillary services.

What is the state of education in this country in this present day and age? Frank Barton in a Special Enquiry programme on television produced some telling facts about our overcrowded, under-heated, badly-ventilated and badly-lighted school buildings. Neither children nor teachers can give of their best under such conditions. How many of these schools exist is shown by these figures. One child in every five is educated in totally unsatisfactory school buildings, three in every five in buildings ranging from totally unsatisfactory to good and one in every five in new buildings. Such is the state of our school buildings programme that, twelve years after the Bill that proclaimed secondary education for every child, one child in every three is denied such education in rural areas and one in every twelve in town areas.

It would seem that life has offered but a very little part in the sphere of education. Are we to be content with so little for our children? Not only will we seek for the best for them and ask for the whole, we will in the words of Percy Ainsworth.

Fight for the hope that seems too great
For this world's granting: give the lie
To lips that preach a lesser fate
And bid you let your passion die.

But what of the teachers themselves? Although they have always been the children's champions, much also needs to be put right in their conditions of service. It is recognised by the thinking public that the teacher is grossly underpaid. Yet, if this is so in general what of the woman teacher in particular? For years she was paid only four fifths of the salary paid to her male colleague. Oh, yes, we know all the arguments about wife and child dependents. The answer to this is surely in the hands of the Government, through its system of income tax assessment and rebates, and provision, when necessary, through family allowances and the national insurance scheme. The question of dependents is not considered between one man and another, so why should it be applied between man and woman? A teacher's salary should be payment for the job and the

question of a teacher's dependents should not enter into it. The National Union of Women Teachers has always been to the forefront in the fight for the rate for the job. What hopes were raised in 1944 when in an amendment to Clause 82 of the Education Bill the House of Commons voted in favour of Equal Pay only to have this reversed when the Prime Minister, Mr. Winston Churchill, demanded it as a matter of confidence in the Government.

We await with interest the new scales of salaries being formulated by the Burnham Committee for here is the opportunity for the Teachers' Panel to insist that women teachers' just claim for equal pay be met without further procrastination. A country pledged since 1919 to the principle of equal pay has no justification for still withholding its practical application.

Equally important is the woman teacher's struggle in the matter of promotion. Let us consider the latest published figures for headships of schools where the appointment could be either of a man or a woman. In secondary modern mixed schools there are 1,684 headmasters and only 58 headmistresses, a proportion of 29 men to one woman. In junior mixed schools there are 2,585 headmasters to 726 headmistresses. The ratio in this case is approximately seven to two militating against the woman. It is hardly believable that a nation which was a signatory to the Declaration of Human Rights still withholds equal opportunities from its woman teachers.

There seems little material reward for the woman teacher during her teaching career. Perhaps a grateful country is prepared to reward her adequately at the end of her 40 or 45 years' faithful service. But no; because salary is less, her pension is less than that of the man teacher. So discrimination because of her sex continues after she leaves the service, and will do so until full equal pay has been established for at present five years.

The Union has maintained firm opposition to the proposed increase in teachers' contributions in the Teachers (Superannuation) Bill, but, for very sound reasons, it has not adopted the tactics advocated by some teacher organisations. Having long urged that teachers should be relieved of extraneous duties so that they may be allowed to devote their full energies to their proper function, the Union viewed with apprehension the use of such duties as a bargaining medium. The natural result of such an action would be that, if the point is gained, teachers will resume these duties. We regard this as a real danger to the well-being of education, and an assumption that should be resisted.

With so much needing to be done to raise standards within our schools and within our profession, there is no room for complacency in our ranks. Like the early pioneers of our Union, we must welcome the strife and continue to

Seek for the best and ask for the whole.
For this is life to love the light,
To see the best, to ask for all,
To seek a city out of sight
In spite of failure and of fall.

Mr. F. Hill, the Sheffield school teacher who went on strike in protest against the Teachers' (Superannuation) Bill and was dismissed, has been re-engaged by Sheffield Education Committee as from April 16th.

Day Schools for Handicapped Children

Architectural Planning Problems

Solutions to problems peculiar to the planning and construction of day schools for educationally sub-normal children are discussed in the Ministry of Education Building Bulletin No. 14: "Day E.S.N. Schools."

The Bulletin is divided into two parts; the first deals with the relationship between the special educational requirements of children retarded through limited ability or some other condition, and the organisation of the school, the planning of buildings and the internal space, and methods of instruction. The second part illustrates seven recent school projects carried out in various areas and describes the individual schemes decided upon to meet problems arising in planning this type of school.

Most E.S.N. children are educated in ordinary schools where adaptations of curriculum and method are made to suit them; only the most severe cases of educational sub-normality would be found in the schools discussed in the Bulletin.

Because of the characteristics of children attending E.S.N. schools it is desirable that plenty of space be provided so that a well varied programme of essentially practical work can conveniently be carried out. The children learn by activities with their hands, making and doing things rather than by sitting back and listening. The maximum size of each class is twenty pupils. The majority—roughly 60 per cent.—of children attending are aged 12 or over. The schools are usually relatively small; not more than one per cent. of the school population in any one area are expected to attend special day schools for E.S.N. pupils.

The handicap of educationally sub-normal children is social as well as intellectual, states the pamphlet, and the layout of classrooms in school buildings, and the facilities offered in each room, should be designed to foster growth and progress within the school society. All aspects of the children's social education need special attention.

Sections of the pamphlet deal with the general principles of school organisation, learning processes, and teaching and non-teaching accommodation. The seven examples of recent schemes carried out include diagrams showing how different accommodation and other problems were tackled.

M.C.C. to Pay Increased School Fees

Middlesex Education Committee are to pay increased boarding and tuition fees at twenty-four schools at which pupils are aided by the county council. Among them are Westminster School where fees are to be increased from the autumn term from £170 to £219 a year. Trent College, Nottinghamshire, where boarding and tuition fees are to be increased from the spring term from £250 to £295 a year, and at Taunton School, Somerset, from £216 to £231 a year from the summer term. The county council are aiding twenty-five boys at Harrow School, where fees are to be increased from £360 to £400 a year from the summer term. The effect of all the increases will be to raise the county council's expenditure by £1,798 a year.

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The
SCHOOL GOVERNMENT CHRONICLE
and
EDUCATION REVIEW

No. 3369

APRIL, 1956

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Month by Month

Distribution of Teachers. THE Minister made public in February a letter which he had addressed to the Chairman of the National Council on the Training and Supply of Teachers. The Council had made recommendations to the

Minister on the subject of the distribution of teachers, to which the Minister gave "much careful thought." On 12th December the Minister discussed the Council's recommendations with a deputation from that body. The National Council recommended that the scheme for controlling the distribution of women teachers among local education authorities should be discontinued. In the Council's view, the specific grounds for the scheme had largely disappeared. The Minister, in his letter to the Chairman, agreed with this recommendation, which will accordingly become operative from 1st September, 1956. The Council was nevertheless concerned about the difficulties experienced in some part of England in obtaining the necessary number of teachers and considered that "the time had not yet come when unrestricted recruiting could be allowed." The word "recruiting" was not perhaps well chosen. The Council was, in fact, referring not to recruitment for teaching as a career, but to the distribution of those who had already been recruited and trained as teachers. The Council recommends that for the next two or three critical years at least the Minister should approve for each local education authority an annual maximum establishment for all teachers, both men and women. The Minister would have to decide each local authority's establishment and then require the authority not to exceed that establishment. The Minister referred to some of the practical difficulties which would attend the operation of such a scheme. He doubted too whether such a scheme would have an appreciable effect in diverting teachers to the areas where they were most sorely needed. Teachers might desert teaching for other employment, rather than teach in understaffed areas. "I am sure," wrote the Minister, "that the calculation and enforcement of a maximum establishment for each authority would involve a degree of avoidable hardship for the teachers, and of dislocation and instability for the schools, out of all proportion to the results likely to be achieved."

The Chairman was informed that the Minister was not prepared "at present" to introduce such a scheme. He would instead rely upon the local education authorities with the greatest staffing difficulties exercising "a wise restraint, in the knowledge that an improvement in staffing standards in their own schools might be achieved only at the expense of the less fortunate areas." Such authorities should redouble their efforts to use more married women and over-age teachers. The only help the Minister promises is the publication from time to time, after consultation with the authorities' associations, of information about recent trends and immediate prospects in staffing. He is prepared also to meet representatives of authorities which have "chronic difficulty in recruiting enough teachers" to discuss their problems. One can only say in comment that the Minister's letter seems to over-stress the difficulties in the way of such a scheme as had been proposed to him.

and to fail in appreciation of the very serious position in which the local education authorities are placed. It is the children who will suffer by the failure to meet the very grave staffing crisis to which the Council had so forcibly drawn attention. The periodical publication of information about staffing trends and prospects and even the discussion of the worst difficulties by representatives of the authorities concerned and the Minister may indeed do exactly nothing to help. While teachers' associations may not unnaturally rejoice that there is to be no more rationing or controlling of teachers, the very work for which alone teachers are recruited, trained and employed is to be sacrificed to administrative difficulties which some think can and should be boldly faced and overcome.

* * * *

It is good to know that, thanks to the **Physically Handicapped Pupils.** Trustees of the Treloar Training College (for the further education and training of physically handicapped pupils), a grammar school is to be established for boys who are so physically disabled that they cannot be educated in ordinary grammar schools. Such provision already exists for the blind and the deaf, but for the crippled and otherwise disabled, there is no school which can provide education of the grammar school kind and level. The new school will have the advantage of opening in September in association with the Lord Mayor Treloar College on the same site at Froyle but in new buildings specially designed for the purpose. Boys will receive "a full-time general education, with some general introduction to technical work." Those who have the necessary ability will be prepared for G.C.E. at Ordinary level. A sentence in the Ministry's announcement of this development seems to imply that this school may not be able to do for the really able and intellectual boy all that the ordinary grammar school and the corresponding schools for the blind and the deaf attempt to do.

If there appears to be sufficient demand, the Trustees hope to develop, as an alternative to vocational training, more advanced academic courses for boys likely to profit from them. The new venture is to be welcomed, but it is to be hoped that the workshops and the promised provision for commercial education will not in any way rule out provision for sixth form work for those who require it.

* * * *

Fifteen to Eighteen. THE English National Advisory Council has now a new Chairman and a new enquiry to conduct under his leadership and guidance. Mr. Geoffrey Crowther succeeds a distinguished and scholarly chairman, Sir Samuel Guernsey-Dixon, and all will wish him well in his most important and influential office. The new task of the English Council is to consider the educational needs of boys and girls aged 15 to 18 years. It may be said that the Council will continue, after some thirty years, the work done by the former Consultative Committee of the Board of Education under Sir Henry Hadow and represented by the report on which educationally the Butler Act is based—"the Education of the Adolescent." It is assumed that the Council will be concerned with educational rather than political or even administrative issues. The secondary modern school, with a school-leaving age of 15 to 15½, lies wholly outside the scope of

the Council's terms of reference. So, at the other end, do universities, training colleges and most full-time courses at colleges of further education. Grammar schools on the other hand, include the whole of the age range mentioned. The very general nature of the terms of reference are, however, enough in themselves to indicate that the Council will not, and is not expected to, confine itself to a survey of grammar school education as it now is. It has been suggested that the Council will, in fact, have to begin its enquiry among pupils two or three years younger than the Minister has suggested and that the secondary modern school will have to come into the survey. The latter result can only be achieved if the former device is adopted, unless indeed the Council accepts the statutory fiction that secondary modern schools provide a five-year course and have a leaving age of 16+. Certainly the Council would be justified in considering not only what those schools are, and in some areas have been since well before the Butler Act, but what that Act intends them to be. In one or other of these ways, the Council may to good purpose advise on the important question of a leaving examination or examinations for such schools—at 15 now and at 16 when the school leaving is raised to the latter limit. It is to be hoped that the Council will not devote its time and labour to a consideration of so-called "county college" education. It may instead survey educationally the existing provisions for part-time and evening education of young people.

* * * *

Special Educational Treatment. THE Ministry of Education has circularised local education authorities on the general question of special educational treatment for physically handicapped children. The circular runs to 25 paragraphs, but it must be confessed that its specific recommendations could have been much more briefly set forth. The Ministry is convinced that there are now, or will be within the next two or three years, enough special school places, both day and boarding, for England and Wales as a whole. The only shortage admitted is for the victims of cerebral palsy and the Ministry believes that this can be met without the provision of more new schools. Local education authorities and their regional committees are asked to study the possibility of making better use of existing schools. Some re-organisation of function between the various schools should be considered. A careful analysis, particularly of boarding schools, will be necessary to show the extent to which each school in a particular region is used by local authorities in that region. It should show too the types of cases dealt with at each school. Governing bodies of non-maintained schools may have to be asked to co-operate with local education authorities by modifying the functions of their schools to fit in with a general regional plan. Re-organisation may make it possible for more children than at present to be educated in special schools in or near their home areas. The Ministry is right in trying to cut out the long journeys, which not only add greatly to local authorities' expenses but isolate the children unnecessarily from their parents, relations and friends. So far as building work is concerned, the Ministry can contemplate nothing more than improvements to existing buildings within the £10,000 limit for minor works and that only if the work is urgent. The Ministry

is also concerned to improve the services offered by the schools. Regular and sufficient therapy must be available for all those physically handicapped children who need it. The Ministry's new attitude towards boarding education, previously noted in these columns, appears in the references to home tuition while formally emphasising the importance of encouraging parents to let their children go to boarding schools when that is in the child's interest, the Ministry will have no objection to home tuition where such encouragement or persuasion has failed, provided that the authority is satisfied that this is a satisfactory alternative for the child. Happily, the decision will still rest with the authority and, where the authority is satisfied that boarding education is necessary in the best interests of the child, attendance at a boarding school can be legally enforced.

Registration of Independent Schools

Proprietors of independent schools must register their schools within six months of the coming into force of Part 3 of the Education Act on September 30th, 1957. To save proprietors time and extra work, an explanatory leaflet has been sent to all independent schools known to the Ministry of Education telling them what Part 3 of the Act will entail and how to register when the time comes.

The "proprietor" of a school means the person or persons responsible for the management of the school; an "independent" school is defined as one where five or more full-time pupils are being taught, and which is neither maintained by a local education authority nor in receipt of any financial aid from the Ministry of Education.

All independent schools recognised by the Ministry as efficient at the beginning of the autumn term, 1957, will be exempt from the procedure of registration, but will, in fact, be deemed to be registered.

Schools not recognised as efficient will be asked to supply detailed particulars required under the Independent Schools Registration Regulations, which will be laid before Parliament before September 30th, 1957. Registration forms will be sent to all independent schools concerned during the summer of 1957. All schools applying for registration by March 30th, 1958, will be given provisional registration.

After March 30th, 1958, it will be illegal to conduct an independent school unless it has been registered or has received notice of provisional registration.

Schools given provisional registration will be visited by H.M. Inspectors, who will advise the Minister whether their registration can be confirmed at once or not. In some cases a formal inspection may be necessary. The leaflet explains that there are between three and four thousand such schools to be visited, and there may be some delay between receiving notice of provisional registration and being visited by H.M. Inspector.

It is emphasised that confirmation of registration is not by itself to be taken as a mark of the Minister's positive satisfaction with the school, which can be obtained only by its recognition as efficient. The Minister hopes that a growing number of independent schools will aim at securing recognition as efficient.

Proprietors of schools which are regarded as unsatisfactory will normally be warned by letter from the Ministry, in which the grounds of complaint will be stated. The various grounds which might form the basis of a notice of complaint by the Minister include general condition of premises, inadequacy or unsuitability of accommodation, standards of instruction provided, or unsuitability of staff.

Schools will be allowed a period of time, not less than six months, to remedy matters complained of. In such cases, and also if, in the Minister's opinion, the complaint is one for which there is no remedy, schools may refer the matter to the Independent Schools Tribunal. The Tribunal will consist of a chairman drawn from a panel appointed by the Lord Chancellor, and two other members from a panel appointed by the Lord President of the Council.

The Tribunal will have full powers to act in accordance with their findings; they may, for example, order that the complaint be annulled, that the school be struck off the register, that the premises be disqualified from being used for a school or that the proprietor or teacher be disqualified from being the proprietor of any independent school or from being a teacher in any school, as the case may be. The Minister himself has similar powers if no appeal is made to the Tribunal against a notice of complaint.

Finally, application may be made to the Minister for the removal of a disqualifying order, and if the Minister refuses to comply, appeal may be made to the Tribunal.

Teachers for Overseas

Minister of Education on our obligations abroad

Speaking at the Salisbury Diocesan Training College for Women last month Sir David Eccles said more financial resources should be devoted towards training colleges. He was beginning to wonder, he said, "whether they in the Ministry of Education ought not to down tools in all other directions and concentrate their energies for some time on the recruitment and training of teachers."

The country was not fulfilling its obligations to teaching in certain directions abroad. Not a week passes, the Minister added, without some official from the education department of some colony or from one of the Commonwealth countries going to see him and saying, "I am setting up a training college and I must have 12 lecturers. What can you do to help?" The answer in almost every case was "nothing."

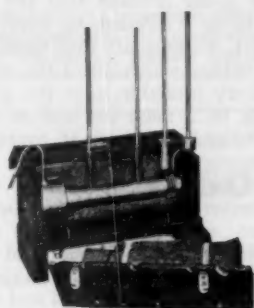
Sir David spoke of the need to send teachers overseas to counter Communist teaching, which was a subversive feature of the cold war and which relied on fear and falsehood. We can win, he said, if teachers believed in what they were doing, and he appealed to them to consider spending a part of their teaching life overseas.

Since the restoration of grants to village halls in December, 1954, sums totalling about £250,000 have been offered by the Ministry of Education towards 166 new halls and a further 118 existing buildings, which have been helped with grants for equipment or improvements, said Mr. Dennis Vosper, Parliamentary Secretary, Ministry of Education, when he opened a village hall at Stowupland.

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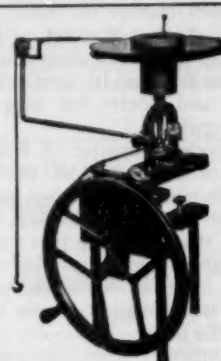
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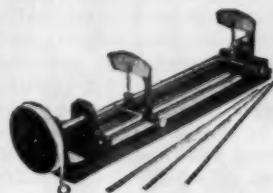
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Number of Young People Attending Evening Classes Higher Than Ever

Emphasis on "Do It Yourself" Subjects

The most popular studies pursued at evening institutes nowadays are those offering instruction in household handicrafts. More than a quarter of the student body registered, totalling nearly one and three-quarter million, are women taking classes in cooking, catering, home-furnishings, needlework and similar subjects for the improvement and decoration of the home.

This significant change in the character of evening classes is revealed by a Ministry of Education Survey* designed to help local education authorities, principals of institutes and teachers to meet the changing needs of young people and adults for purposeful leisure-time study and occupation.

Sir David Eccles, Minister of Education, in a foreword, says general readers of the pamphlet will be surprised to discover how many people are going to evening classes to study subjects unconnected with their work—to study so often just for the fun of it. But the needs of the students must be studied with understanding and imagination, adds the Minister. The quality of the work ought to come before the numbers of students on the books. "Success here is not a question of increased subsidies from the rates and taxes. If people really enjoy what an institute can do for them, they will pay for it just as they pay for a seat at the cinema."

The change in public taste, and also in social conditions over a period of twenty years or so, is reflected in subject and attendance figures given. Between 1930 and 1952, the numbers of students studying vocational subjects in evening institutes declined considerably, while the numbers taking non-vocational subjects, such as art, music, handicrafts, dancing, and so on, increased. It is, however, necessary to bear in mind that over this period vocational studies have to a great extent been transferred from evening to day work, largely as a consequence of the increasing readiness of employers to give young people time off during the day for study. In 1930, part-time day work, was almost non-existent, whereas in 1952 it accounted for 350,000 students, almost all of them following vocational courses. The full-time work in technical colleges also increased greatly over the period. The result of these changes is that while in 1930 evening institutes were responsible for nearly half of the work done in Further Education establishments, subsequent expansion of day work has been so great that evening institutes now account for less than one-quarter of the whole, although the number of evening institute students remain about the same.

The new emphasis on "do-it-yourself" subjects has been accompanied by a change of character in the student body as a whole. Formerly there were more men and women between the ages of eighteen and

twenty-one attending senior vocational courses than any others, and they were usually considered to be the most important group in any evening institute. Now, the preponderant group is composed of students attending leisure-time classes, the majority of them women over the age of twenty-one.

Besides purely domestic subjects, housewives and newlyweds take leatherwork, weaving, lacemaking and basketry. So popular is the demand that the scope of subjects is steadily being extended to cover health, household management, parentcraft and those aspects of sociology and psychology which affect the well-being of the family. It is very probable, says the pamphlet, that there will always be a need for courses designed specifically for women and arranged at times to suit those with domestic responsibilities.

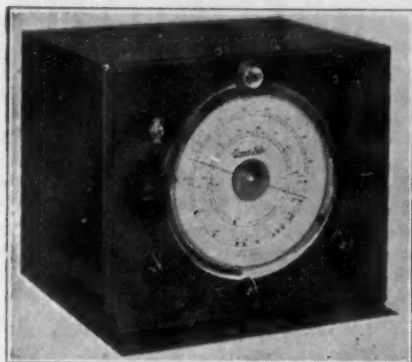
The heavy demand for classes in women's subjects, and the increasing number of enrolments in both town and country institutes, reflect not only the need for this type of instruction but also the success of much of what is being already done. Practical subjects, the pamphlet states, satisfy a utilitarian need and also offer scope for the growth of aesthetic and intellectual power. More and more instructors in practical subjects are realising the educational value of their work and are prepared to equip themselves accordingly.

The number of young people between fifteen and eighteen attending evening classes is higher than it has ever been, though fewer now enrol in "grouped" vocational courses. This feature is more noticeable in the south than in the industrial midlands and the north-west, where family tradition and pressure by employers still encourage attendance. But over the country as a whole the predominant type of class is the recreational one in which young people and grown men and women are to be found working together. Most of the work takes the form of making furniture for the home, ranging from kitchen gear and fittings to more ambitious pieces in various decorative hardwoods. Such classes are widely demanded and are to be found in large numbers all over the country. It seems likely, adds the survey, that some lively, enterprising classes, taken by expert teachers and aiming at real craftsmanship, would draw an encouraging response. "It may be hoped," says the pamphlet, "that one day, community and youth centres will provide the facilities for men and boys to follow practical hobbies, and it will then be possible to equip rooms for this particular purpose. At present this important community job must be done in most areas, if at all, by the evening institute."

Teachers and Classes

Full-time teachers are rare. Of 41,834 teachers engaged in 1952 only sixty-seven were full-time assistants, and only about a third of them were professional teachers by day. The bulk of staff engaged were

* "Evening Institutes"; Ministry of Education pamphlet No. 29; H.M.S.O., price 3/- net.



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non-professional people with special knowledge or skill who became teachers in the evenings. The number of such instructors is increasing. Teachers for all types of classes are easiest to find in a big city, where communications are easy and convenient.

In addition to the normal run of instruction, classes dealing with local industries are not uncommon, says the survey. Boat-building, in a Thames-side town, for instance; navigation in a Devonshire fishing town and welding courses in a small midland town remote from a technical college. In urban evening institutes a common class is the owner-driver and car maintenance class. The instructor is often the proprietor of a local garage. Another similar type of specialised class is radio and wireless, generally taken by a local radio trader.

The provision of classes in prisons and borstal institutions is a development which has taken place since the last war. There are now classes in sixty-four establishments in England and Wales. In large establishments a separate institute can be formed; for

smaller places the classes are usually attached to the nearest evening institute. Subjects of instructions are much the same as in the normal evening institute.

On premises, the survey says that evening institutes work almost entirely in schools which are in use as such during the day, and are therefore far from ideal for the purpose. Many principals and teachers are also members of the day teaching staff.

The survey examines in detail current practice in the organisation and teaching of the arts, vocational courses, physical activities and subjects in the more formal curriculum provided by every evening institute. A suggestion is offered that courses and groups might with advantage be started in "popular" science. Though it is not certain that teachers could be found for such an innovation, or that public response would make it worth while, it is thought to be an experiment well worth trying.

An appendix gives data concerning attendances, number and sizes of institutes, teachers and a summary of class entries from the 1929-30 winter session to 1953.

Sir Ronald Gould on Government's Plans for Technical Education

Speaking at Shrewsbury last month on the Government's plans for technical education, Sir Ronald Gould, general secretary of the N.U.T. said although one might doubt whether even expansion on the scale envisaged in the White Paper would be sufficient to meet the country's needs, the proposals represented a big step forward and were welcome on that account. They showed that at last the country was beginning to realise how much its future prosperity depended on education generally, and in particular on the ability of the universities and technical colleges to train many thousands of technologists and technicians.

The White Paper was, however, much too complacent and vague on what would be the crucial factor—how to secure an adequate supply of well qualified teachers. It said nothing about the shortage of science and mathematics teachers which already exists and which was likely to grow more acute in the future. "The Government and the nation must face the fact that unless this shortage is overcome the plans for expansion in higher education may be jeopardised by growing difficulties at earlier stages in the education system," said Sir Ronald.

Unless there were sufficient pupils coming forward from the secondary schools anxious to receive technological or technical training, and adequately prepared for it, the Government's plans for higher education would be gravely handicapped and the nation's future prosperity threatened. Our needs for trained people today are such that all sections of the education system must play their full part—the time when we could rely on the secondary schools catering for only 10 per cent. of our children is gone.

Shortage of Teachers

What is happening with regard to the staffing of our secondary schools, and particularly of science and mathematics teaching posts? The facts, said Sir Ronald, revealed a serious state of affairs.

Last year it was calculated that an extra 3,200 graduate science teachers would be needed to cope with the extra 650,000 pupils who would be entering the secondary schools between then and 1960. That represented a need for an average increase of no fewer than 500 science graduates a year, a calculation which made no allowance for any reduction in the size of classes or any improvement in staffing arrangements. Yet the recruitment rate was such that by 1960 there would be a deficiency of 1,400 science teachers, or nearly half the extra number required.

The number of well-qualified science masters who are going into our schools and the number of scientists and mathematicians who are opting to become teachers is quite inadequate even to meet our present needs. To take but one example, of 482 men who graduated in science at Oxford in 1953, only seventeen became schoolmasters.

Problems of Secondary Modern Schools

Most of the figures so far related to grammar schools and what has not been so widely appreciated is the situation confronting the secondary modern schools.

If we are to produce the greatly increased numbers of technically qualified personnel the country needs it is quite clear that they will have to be recruited from the whole field of secondary education. It will be quite insufficient to rely on the grammar schools; the scientific revolution demands an all-round raising of our educational standards and a great improvement in scientific education for all sections of the school population.

A large majority of our children are educated in the secondary modern schools; an increasing number of them are staying on beyond the age of fifteen, and many thousands now take the G.C.E. examination. It is, therefore, of crucial importance that these schools should be well supplied with qualified graduate teachers and adequately equipped for science education.

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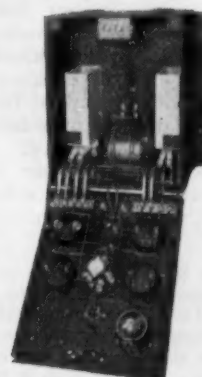
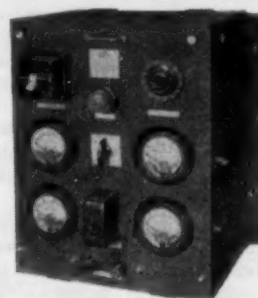
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Yet the number of graduates in the secondary modern schools and secondary technical schools far from increasing, had actually registered a small decline. To enable the secondary modern schools to play their part in meeting the challenge of this modern age their staffing position must be improved.

Raising Standards of Teacher Training

The problems mentioned, added Sir Ronald, form but one part of the larger problem of raising the standards of the teaching profession and increasing the supply of highly qualified teachers.

There are signs that the Three Year Course will become a reality and this will help enormously. In the meantime, one of the most urgent tasks was to increase the number of graduates entering the profession. At the moment this was not happening; indeed, the figures showed that we were witnessing a decline in the number of students entering post-graduate training and the number completing their courses satisfactorily.

Raising the School Leaving Age

One of the solutions to the difficulties was to raise substantially the number of pupils staying on beyond the age of fifteen, both in grammar and in secondary modern and technical schools.

"Those who have pointed to the great strides made by the Russians in the field of higher education have not overlooked the fact that that country is planning to educate *all* its children at least to the age of seventeen. While," Sir Ronald Gould added "I am not suggesting that we need to do the same for all our children (I recognise that part-time day release is playing a most valuable part) I am quite convinced that the urgency of raising the school leaving age to sixteen will soon come to be generally realised, and the need for tackling the problem of 'early leaving,' along the lines outlined in the sadly-neglected report of the Advisory Council, will be regarded as of great importance."

Lack of Equipment and Laboratories

There was one other problem in the secondary schools which required urgent attention if the expansion of technical education was to be successful. We must ensure that the schools have enough scientific equipment of the right type so that the teachers who are available can do their job properly. At the moment the equipment in many secondary schools was utterly inadequate. The grammar schools were usually better off in this respect, but even so many of them were complaining of inadequate facilities. As for the secondary modern schools, the majority had equipment of only the most elementary type. In many cases they had not got beyond the Bunsen burner and test tube stage and a proper laboratory was in many cases an unattainable luxury. How could such schools be expected to prepare youngsters for entry into the expanded technical colleges when they were so gravely lacking in the essentials of modern science education?

It is still necessary to exempt Scottish children from attendance at school to assist in lifting the potato crop. This is the conclusion of the Committee which was appointed by the Secretary of State for Scotland "to enquire whether it is still necessary for children to be granted exemption from school for work in the potato harvest."

Music in Schools

Present Day Teaching Methods

Children are not to blame if they prefer a well presented radio or film song-hit to a badly presented folk tune or classic, but young people often show quite a remarkable instinct for assimilating music of high quality when they are given sincere, able and patient help in making direct contact with it.

A Ministry of Education pamphlet, just issued, deals broadly with instructional methods now in use in schools and traces briefly the history of music teaching before and after the Forster Act of 1870, when singing virtually became a compulsory subject in elementary schools provided and administered by the local School Boards.

Most children entering primary schools to-day already have a considerable variety of musical listening experience behind them, largely gained from sound radio or television. It is the particular task of the infant school teacher to enlarge their pupils' scope of musical activity in ways which will create in children the desire to learn to make music themselves.

Secondary schools have problems peculiar to themselves; the differing standards of musical attainment or appreciation reached by entrants drawn from various primary schools; the breaking of boys' voices during their secondary school life, and the difficulty of timing out-of-class activities in areas where many pupils travel a long distance.

Training in listening to music, generally with the aid of broadcasting, the gramophone or the sound film, enters into most secondary school music courses. But the main emphasis, urges the pamphlet, should always be on the first-hand experience of music itself. The convenience of being able to reproduce music mechanically should never be allowed to rob pupils of opportunities to illustrate relevant points in a composition through their own performance.

The value of music in schools for mentally or physically handicapped children in need of special educational treatment cannot be overstressed. What can be attempted and achieved depends on the nature of the disability involved, but most aspects of music undertaken in primary and secondary schools can be introduced in special schools.

Music has always played a large part in the education of the blind. Blind children do not necessarily show any higher ability than pupils with normal sight, but music is the only one of the fine arts which makes exactly the same appeal to both. Many schools provide individual tuition in music for as many children as desire it.

* "Music in Schools," H.M.S.O. 2s. net.

Mr. Cyril Saunders, a British librarian whose career has already taken him to Czechoslovakia, Turkey and Iraq, is now in Djakarta to work with the Ministry of Education of Indonesia in the development of university libraries. Mr. Saunders was sent to Indonesia by Unesco under its share of the United Nation's world programme of technical assistance for economic development. Unesco's mission to Indonesia already comprises specialists in primary education, textbook production, teacher training, fundamental education for adults, science teaching, and audio-visual aids to teaching.



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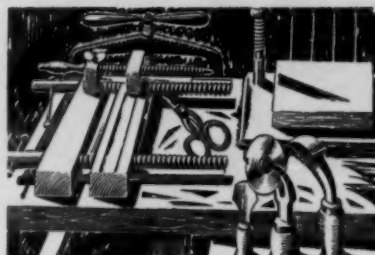
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As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

THE WHITE PAPER

The White Paper on Technical Education has, without doubt, drawn the attention of the public to the problem of training sufficient technologists and technicians to cope with the needs of modern Britain. The figures given show that Britain is lagging behind the other important nations of the world. The fact that the White Paper has aroused public interest is all to the good, because unless public opinion supports a big expansion of technical education the aims of the White Paper will fail.

From the administrator's point of view the remedies recommended are not new. They represent a restatement, and perhaps an intensification, of existing practices. Sandwich courses, day-release courses, aid to students: all these are part and parcel of the existing organisation of technical education.

The White Paper names the colleges of advanced technology, and it suggests that additions will be made to this list as development takes place. It is clear that colleges of advanced technology will come into being only as a result of inter-authority co-operation. No administrative area is large enough to sustain its own advanced college.

It is, of course, well known that in some cases neighbouring authorities do not co-operate well together. Perhaps the greatest difficulty exists between county and county borough authorities. Many members of county councils do not understand why they should be expected to contribute towards the cost of a college in the county borough; many county borough members cannot understand why they should make provision for students living outside the county borough. It would be idle to pretend that these points of view are unimportant. Each commands a substantial following in the counties and county boroughs.

Yet it goes without saying that unless there is full co-operation between neighbouring authorities many of the Government plans will fail. The White Paper touches on this. In paragraph 71 it says:

There are those who argue that a college of advanced technology cannot be successfully administered within the framework of local government. The Government do not accept this... To remove these colleges from local control against the wishes of the authorities could be justified neither by past experience nor by the hope of better results from a more central control.

So far, so good. Then follows a warning.

This statement is, however, subject to one qualification: the Government rely on the local authorities to work effectively together in planning the provision of courses and—just as important—in making it possible for students to attend the courses which best suit their needs, whether these courses are in their own or another authority's area.

It is clear, therefore, that the Government realises the possible dangers and looks to the local authorities to do all they can to avoid them.

EDUCATION IS NEWS

It is interesting to notice how education has recently become news. The B.B.C. sound and television programmes carry regular features dealing with education. Many of the national papers carry special articles of a factual and informative kind. There was a time when education was news only when some scandal occurred. It is not so to-day.

Parents are nowadays keenly interested in the education of their children. They realise that unless they can acquire a good education their chances in later life are diminished. It is to be admitted that parental interest is more or less confined to the possibility of the children passing the entrance examination to grammar schools, and, later, the possibility of obtaining a G.C.E. or other comparable certificate. It would be idle to ignore this interest. Quite clearly something must be done to meet parents' wishes. Those children who fail to enter a grammar school must be given some target at which to aim. Perhaps the remedy lies in setting up G.C.E. courses in modern secondary schools. Certainly this can be done in those areas where the number of grammar school places available is small. Another solution might be an extension of technical courses.

It is very apparent that unless something is done to meet new demands there is the danger that parents will be really dissatisfied with the education provision which is available. One welcomes the appointment of Mr. Geoffrey Crowther to be Chairman of the National Advisory Committee. This Committee will shortly be considering the question of the adolescent, particularly in the fifteen to eighteen years of age range. It is inevitable that the whole field of secondary education will come under their review. No topic of enquiry could be more appropriate than this at the present day. One must compliment the Minister of Education for having set the National Advisory Council so important and so topical an assignment.

Mobile Library Service Extended

The Middlesex County Library Committee in July, 1954, approved the introduction of a scheme for a mobile library service as an economical means of providing library facilities for outlying areas or isolated pockets of population remote from or inconveniently situated in relation to branch libraries. As a first step the County Council authorised the purchase of a towing unit and trailer and the first mobile library came into operation in October, 1955. It carries a stock of about 3,000 books. Issues to adults have reached 6,500 a month and, as books for children are now being introduced, the total issues will rise considerably. The facilities afforded by the mobile library have been much appreciated and it has now been decided to extend the service to other areas for which purpose the County Council have approved the acquisition of another trailer and fittings at a cost of £1,550.



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The School as a Preparation for Society

This was one of the subjects discussed at the recent North of England Education Conference and was opened by Mr. Duncan Fairn, Director of Prison Administration, in a provocative address about the product of the schools which passed through his hands.

What sort of boys and girls are coming out of the schools today, he asked. His sources of observation were limited and principally were concerned with his own group, the men and women, the boys and girls at present in the prisons and Borstals of this country, some 21,000. In 1953 they received into prison and Borstal on conviction 37,217 persons. In the same year 549 men and 76 women in every 100,000 were convicted of indictable, that is of the more serious, crimes. It was a minority problem, not less serious for being that perhaps, but still a minority.

By and large he said, certain broad characteristics emerge from his peculiar sample of the products of the schools. Poverty of vocabulary and sometimes low intelligence struck one immediately. The lack of a sustained power of effort, an anti-social self absorption and a general "slumdom of the spirit."

Having spoken of some of the reforming activities carried out in the prisons, Mr. Fairn, went on—"But of course at bottom it isn't workshops, classrooms, or even plumbing—and much of our plumbing is frightful—that establishes in men a will: it is other men. A prison, like a school, lives by its staff. It is the influence of the prison officer who sees the prisoner day in and day out, the chaplain, the doctor, the assistant governor or housemaster, the governor himself, the voluntary visitors, you people, the teachers who come in to share your skill and knowledge and enthusiasm, which counts finally."

Concluding, Mr. Fairn, said, "clearly you cannot be blamed for all the people who come into the custody of the Prison Commissioners, nor indeed even can you be blamed wholly for one prisoner. But if you are blame-worthy in part—and we all share in this, all having fallen short of the glory—will you forgive me for saying that it is as persons that you have failed . . . So far as my folks in prison are concerned, and here obviously I am generalising, they've missed in their schooldays a challenge which might have evoked a response. There has been no big person in their lives. School has been dull. Something has gone wrong . . . In the teaching profession I want men and women who will frankly arouse hero worship, who will make righteousness attractive, for in all of us there is a capacity to worship."

REV. J. P. NEWELL, HEADMASTER OF BRADFORD GRAMMAR SCHOOL, REPLIES

The Rev. Newell said he had been fascinated and just a bit alarmed by Mr. Fairn's talk. So much was demanded of the school and the schoolmaster, and he was not so much referring to the extraneous duties increasingly imposed upon him, and about which recently there seems to have been some little dispute, as to this notion that he should arouse hero worship in those

whom he teaches and for them make righteousness attractive. But before to-day he had never realised that the link between schools and prisons was so close. They sent most of their boys to the University; but perhaps they were exceptional at Bradford Grammar School, or possibly things have changed elsewhere too and Mr. Fairn would soon have less to occupy him.

Mr. Newell continued: "I should like to call attention to one or two things which Mr. Fairn said—sometimes to question them, sometimes to underline them and sometimes to give a rather different emphasis. Education does indeed mean 'nourishment,' nourishment of body, mind and spirit; for the word comes from the Latin *educare* which means to feed or nourish—*educat* *nutrix*, as the Roman Vario says—though no doubt there is something to be said for this idea of 'leading forth' or 'drawing out' (if that means 'helping to develop') as if the word came from the Latin *educere*—if only to counter Cardinal Newman's assertion that 'a child's mind is a vessel to be filled with truth and sealed up in perpetuity'; and certainly there is wisdom in the words that 'a child's mind is not a vessel to be filled but a fire to be kindled.'

"But how far do we in the schools achieve the ideal expressed in such noble words by Mr. Fairn? Well, personally and speaking from considerable experience of grammar schools in the widest sense of the term and some experience of other schools too, I don't think we do so badly. I am not unduly worried, for example, by the popular modern bogey of the 'narrow' specialist, provided that whatever else he does every boy is taught to love and reverence his own language; and in all this talk of the need for a 'general education' let us remember that in a sixth form most general education that is worthy of the name proceeds from a hard core of specialist study where a boy learns both method and appreciation, two key words in education, that in this as in other matters 'the spirit bloweth where it listeth' and that (to take two instances) the scientist will in fact find the true complement to his own specialist pursuits in an understanding of music and the modern linguist in some aspect of European art. By all means let us give them every encouragement to do so, but don't let us get so excited about the need for general education that we turn it into an obligatory 'A' level specialist subject.

"Now I turn to the four counts of Mr. Fairn's indictment or—in his own words—'to the broad characteristics which emerge from his peculiar sample of the products of our schools.' (I am glad that he uses the word 'peculiar'—there is consolation there.) And the four counts of the indictment or the four broad characteristics are—poverty of vocabulary, absence of compassion, the lack of a sustained power of effort, and poverty or slumdom of the spirit. Heavens! I am indeed grateful for that word 'peculiar,' for I find here nothing that remotely corresponds to my experience of the boys in our schools with one qualified exception; for I could wish too that we put more emphasis on *speaking* English well, reverently and with

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appreciation of its beauty as a language. So far as the other points are concerned and my denial of their relevance in my experience, the more I think of them the more grateful I am for the grammar school tradition in English education; and I say that in no exclusive spirit but in humble acknowledgment of what has been done in the past and because I believe that other schools can take encouragement from it to work out for themselves, if they need to do so, a tradition of equal worth and relevance.

"This is where I come to my difference of emphasis: I think Mr. Fairn asks too much of the teacher when he says that we are to 'arouse hero worship and to make righteousness attractive.' I am a bit suspicious of the grand phrase, and can we really in all seriousness set about arousing hero worship or making righteousness attractive on a Monday morning or a Friday afternoon? After all, children have no monopoly of original sin or human frailty; and if there is one thing of which they are rightly suspicious, it is insincerity. And in what Mr. Fairn says is there not the assumption that if teachers present the ideal it will be immediately recognised and worshipped? Is that true, I wonder, or is it Platonism? For my part, I think that for most of the time we have got to be content with something much more prosaic and pedestrian—and much more sincere. We have to be content with just getting on with the job of teaching, educating or nourishing. And what redeems this process with all the educational paraphernalia of chalk and desks and marks and orders and examinations, what redeems it from the boredom which Mr. Fairn so rightly castigates? It is not primarily any idealism imposed from without though of course we need a touch of that now and then, and it is certainly not what I would call the variety artist technique whereby a teacher in the hope of stimulating interest purveys second class variety acts to his class with ever diminishing returns. No, and that is why I liked what Mr. Fairn said about giving his prisoners something to do, something that will be of relevance and use to them when they are free men once more; and in education too boredom is killed, indeed it just doesn't occur, when a teacher gives to those whom he teaches a sense of direction and purpose. Then and then only they will rise to great heights and work with zest and relish. And that sense of direction and purpose must be on two levels, each equally important, if they are to achieve their proper place in society. For make no mistake about it—Education to be worthy of the name must be in a true sense vocational and in two ways; it must both train and equip a boy or girl for the next stage in his ordinary earthly life and it must enable him as he looks in the mirror to make some sort of a shot at answering the question asked by Mr. Fairn's little girl in the railway train, 'what is that man for?'

"Children very rightly like to know where they are going, and from the first point of view that is why we in the great grammar schools are so fortunate. The high sense of purposive endeavour which alone can eliminate the great enemy, boredom, is not difficult for us to inculcate; indeed, it is there already, only waiting to be led and directed, for most of our boys will rightly look on the University or the Technical College as the next stage in their existence; and whatever the truth about original sin, so far as our boys are concerned I just do not believe in an original inertia. Yes, the boy in the

grammar school knows where he is going; and it is for the creation of that same purposiveness under whatever different conditions that I would make an urgent plea in all the experimentation which is rightly going on in our other schools. Whatever the abuses may have been, that was the glory of the old system of apprenticeship just as it is the pride of those schools of technology built more recently by some of our great industrial concerns; and it is as well to remember that we are not educated *in vacuo*.

"A high sense of purposive endeavour—let a boy achieve that in the ordinary work of the classroom, and as I see it he is already half way towards answering the question, 'What is that man for?' For he begins to see something of the pattern of society, and as he does so—because the lines are parallel—to ask and try to answer those other questions of absolute significance about man's place in the universe and his obligations to his Creator. It is then that the old stories which he has learned as a child meet his new and urgent searching after truth; and the encounter is indeed fruitful, for of it there is born if not at first a religion which lasts at any rate a philosophy of life which is of value because it is relevant and enduring because it is sincere. From the second point of view it is by how near to this moment Education brings its victims (I can't think of another word) that its success or failure should be judged; personally I don't think the schools of this country have done so badly though I have not Mr. Fairn's experience of what happens afterwards, but of one thing I am quite certain and that is that where education is dull, drab and lifeless it is because a lack of purpose—on two levels, human and divine—has frustrated its intention and sapped its vitality."

National Society of Children's Nurseries

Golden Jubilee Year

1956 marks the fiftieth year since the foundation of the National Society of Children's Nurseries. The anniversary will be celebrated by a Jubilee Conference to be held in London at the County Hall, Westminster, on May 30th, 31st, and June 1st.

As in the past, this conference will not be confined to the nursery problem alone, but will cover, in the broadest way, all aspects of child care. Among those reading papers will be Professor Fraser Brockington, Professor of Social and Preventive Medicine at Manchester University and Dr. Kenneth Soddy of the Department of Psychological Medicine at University College Hospital. Representatives of all the important bodies, both official and private, that are concerned with the welfare of young children, including a large number from abroad, will attend the Conference.

There are already indications that the Conference will be much bigger than ever before and organisations who wish to send a delegate and individuals who would like to attend the Conference should write to the Secretary, at 45, Russell Square, W.C.1.

At the invitation of the University of London, Professor N. L. Edson, Professor of Biochemistry at the University of Otago, New Zealand, arrived in the United Kingdom on March 20th for a two months' visit under the Commonwealth University Interchange Scheme.

MISCELLANY

Five thousand boys and girls from 163 schools in all parts of Britain visited the Continent during the Easter holidays under the auspices of the School Travel Service.

The Caroline Haslett Trust has awarded six more scholarships to enable girls to take a domestic science training at a recognised college prior to embarking upon careers in the Electrical Industry. The total number of scholarships awarded is 60.

The tremendous world-wide growth of the handicraft and "Do-It-Yourself" movement will be proved when the 4th International Handicrafts, Homecrafts and Hobbies Exhibition opens at Olympia, London, on September 6th, for fourteen days.

Mr. W. H. Buckley, Principal of Derby College of Art since May, 1949, has been recommended for appointment as Principal of the Oxford College of Technology, Art and Commerce to succeed Mr. J. H. Brookes, who retires at the end of the summer term.

The executive council of the County Councils Association last month approved a report in which the education committee stated that the principle of graded scales for teachers' salaries should be accepted in place of special allowances. The committee also commended a modification of the system of unit totals for assessing the salaries.

Education in rural areas is one of the aspects of living in the countryside which has undergone considerable improvement in recent years. In a talk in the "Farming To-day" series on April 10th, in the Home Service, F. Lincoln Ralphs, who is Director of Education, Norfolk County Council, explained the present position and the need for still further advancement.

All Scottish teachers received salary increases from April 1st under new regulations published on March 23rd by the Secretary of State. For men basic increases range from £33 to £174 per annum, but increases in the number of responsibility posts will mean that some will get a total increase of £229. For women, basic increases range from £39 to £176, when the second instalment of equal pay, also due from April 1st, is added, and some women will get a total increase of £231.

The Minister of Education, Sir David Eccles, last month received a deputation from the Council of the King George's Jubilee Trust led by Sir Ronald Weeks. The Minister was accompanied by the Joint Parliamentary Under Secretary of State for Scotland, Mr. Henderson Stewart, and by the Parliamentary Secretary to the Ministry of Education, Mr. D. F. Vosper. The meeting, which took place at the Minister's invitation, was to discuss generally the recommendations in respect of the youth service contained in the Trust's recently published Report, "Citizens of Tomorrow."

Work on an extension and other alterations to Chelsea Polytechnic is due to start during 1956-57. In 1950, the London County Council approved a scheme for the work at an estimated cost of £81,000 but in view of the expanding needs of the Polytechnic, particularly in its science departments, the governors now propose to build a bigger extension than was originally proposed. The additional accom-

modation will relieve the present overcrowding in the laboratories and lecture rooms. The revised estimated cost, including fees and fixed equipment, is £139,000.

The list of successful candidates in the Royal Society of Arts Industrial Art Bursaries Competition for 1955 has now been issued. Prize-winning and commended entries were received from schools and colleges in London, Birmingham, Canterbury, Carlisle, Derby, Edinburgh, Glasgow, Gloucester, Harrow, High Wycombe, Kidderminster, Kingston-on-Thames, Leeds, Manchester, Nottingham, Poole, Salford, Stafford, Twickenham and Worthing, and was the largest number of entries yet received in this Competition; 330 candidates entered from sixty-six schools and industrial establishments. Altogether twenty bursaries were awarded amounting in value to £2,385.

Applications are invited for the Textile Institute Scholarship, offered under the terms of a grant from the Cotton Industry War Memorial Trust, and for the Peter Coats Scholarship, administered by the Institute under the terms of a grant from the Peter Coats Trust. The Institute scholarship is of a total value of £950 over a period of three years, and is intended to enable the successful candidate to follow a whole-time course of study in textile technology at an advanced level. The Peter Coats Scholarship is open to young men who, at the time of application, are in their last year at a secondary grammar, public or secondary technical school, and who intend to enter the cotton industry. Latest date for the receipt of applications at the Institute is, in both cases, April 30th. Application forms and detailed conditions in connection with both scholarships are available from the Institute, at 10, Blackfriars Street, Manchester, 3.

Pottery Quarterly . . .

The Editor and Publisher of POTTERY QUARTERLY mindful of the fact that the making of pottery by the traditional hand-working methods is being widely introduced in school curricula, brings to your notice this new review of ceramic art.

Hitherto there has been no journal devoted to the special interests of the steadily growing company of hobby, school, studio and small professional potters. Although this magazine first appeared only in spring last year, the eager welcome it has been accorded already proves that it is fulfilling a long-felt want.

Discriminating readers are appreciative of its all-round high quality: its tasteful presentation, the authoritative articles of permanent value, its stimulating art plates of significant contemporary work, competent reviews of exhibitions, books, and the forum provided for the free interchange of ideas and experiences. Keeping abreast, too, with all developments in the craft, POTTERY QUARTERLY will be found an estimable aid to teachers and students alike.

Winter number now ready, by post 3/3. Year's subscription 12/6



POTTERY QUARTERLY, PENDLEY MANOR, TRING,
HERTS.

Scheme to Increase the Number of Science Graduates

Imperial Chemical Industries, Ltd., has decided to provide annually over the next few years about fifty scholarships of a new type, designed to enable students who have not specialised in science at school to commence serious study of science at the university itself.

To be known as I.C.I. Transfer Scholarships, they will make it possible for students to take a preliminary science course of one year's duration at certain universities, and then go on to take normal Honours science courses. The scholarships will be available for the first time during 1956-57 at Cambridge University; Imperial College, London University; King's College, Durham University (Newcastle); Liverpool University; and Oxford University. The value of the scholarships will be based on State Scholarship rates, and there will be continuing small awards to scholars who successfully pass on to take Honours science courses.

The scheme has the full support of the Ministry of Education and of the Universities and Colleges concerned.

I.C.I. believes that these scholarships will help to solve one of the major problems of present-day industrial Britain—that is, the training of a greatly increased number of scientists and technologists. There are many young men who have taken arts courses at school and done really well in them, but who, on going forward to the university, may wish to specialise in science subjects rather than taking advanced work in arts. At present they are not able to do this, for unless they have studied science at school they cannot enter Honours Schools of science and technology in English universities.

The scholarships are expected to produce forty to fifty additional scientists or technologists per year, but that will be only a part, and probably a small part, of their influence if they serve to encourage a wider provision of elementary science courses in the Universities.

Exchange Posts with American Teachers

Teachers who wish to be included in the 1957/58 group of exchange teachers between the U.S.A. and the U.K. are asked to apply to the British Committee for the Interchange of Teachers without delay as the interviewing of candidates is about to commence. One hundred British teachers will be selected for exchange.

Exchange teachers from this country normally receive a grant from the Ministry of Education, the Scottish Education Department or the Ministry of Education for Northern Ireland. In recent years these grants have been £225. A generous grant is also given by the Fulbright Commission to cover the cost of the round trip, railway transport in America between New York and the teaching destination, and also a substantial part of the round-trip sea passage between Southampton and New York.

Teachers wishing to apply for exchange should write as soon as possible to the British Committee for the Interchange of Teachers, Concord House, 11, Charles Street, London, W.1., for particulars and application forms.

The Public Schools Appointments' Bureau is receiving a donation of £100 a year for three years from the Dunlop Rubber Company.

Pictorial Charts

The first six titles of 1956 in the Pictorial Chart Service are now available and maintain the high standard set by previous issues. Prepared and published in consultation with Mr. G. J. Cons, M.A., these wall charts provide a valuable educational aid for all ages. The new issues are all 40-in. x 30-in., produced in colour, at 6s. each for single copies, or at greatly reduced rates to subscribers to the Service. The titles are:

Our Fisheries: Map, fishing area parts, seasonal herring cycle, drawings of trawling and drift net fishing, marine food chain.

Britain's Meat Supplies: Route of British imports, method of transport, analysis of cargo and evolution of present supplies.

Housing the People: Where? Contrasting the last century and to-day, good and bad modern planning.

Automation: Men and machines. The impact, good and bad, of machines on men since the beginning of the industrial revolution.

The Antarctic: As seen from space. The routes of expeditions and camps to be set up by the nations under the "Geophysical Year," also the various territorial claims.

The Colonial Peoples Yesterday and Today: Maps showing stages of development towards self government of all colonial peoples, the responsible powers or authorities and relative populations.

Bituturf

The opening of the cricket season gives topicality to a report on "Bituturf," a special surface for concrete pitches, of which the En-Tout-Cas Company are the sole makers.

Groundsmen spend much valuable time in preparing grass practice wickets which must be continually cut and rolled and which deteriorate quickly under continual play. Valuable time is saved by the use of "Bituturf" Pitches, the groundsmen's work being confined to watering and rolling the pitch from time to time with a view to removing stud marks.

Furthermore, it is possible to start practice on "Bituturf" when the grass area is not fit for play and as a result many schools and clubs begin their cricket practice in April or can play shortly after heavy rain.

It is particularly suitable for schools. The young player is untroubled by the false bounces which so often occur on even the best grass practice strip. Proof of this is given by the fact that Essex Education Committee and Gloucester Education Committee have adopted the "Bituturf" Pitch for all their schools. London County Council have purchased sufficient to lay down over 150 pitches.

Some of the well-known Schools, Colleges and Universities using "Bituturf" are Ampleforth College, Belfast High School, Cardiff Training College, Cheltenham School, Cirencester Grammar School, Durham College, Eastbourne College, Ipswich School, Manchester University, Shrewsbury School, St. Columba's College (Dublin), Solihull School, Wellington College, Wycliffe College.

The following advantages are claimed for this surfacing: Any type of cricket ball can be used without damage to ball or pitch; Players can wear studs or spikes; The pitch takes spin and plays as near as possible to a first-class grass wicket.

A booklet giving all details will be sent on application to the sole makers and suppliers, The En-Tout-Cas Co., Ltd., Syston, Leicester, and a list of pitches can be given in practically every county so that intending purchasers can inspect pitches in use and obtain the opinion of the users.

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SERVICE OF YOUTH—APPOINTMENT OF PROFESSIONAL ASSISTANT

Applications invited for this post from men and women possessing either Degree, Social Service Diploma, or Teachers' Certificate. Previous experience in teaching and youth service or work with adolescents desirable. The person appointed will be required to serve jointly at the Residential Youth Centres at Wicken House, near Newport, and Clarence House, near Thaxted, Essex, assisting the Wardens in the Centres' activities which are educational, recreational and social in character.

Salary £450 x £18—£725 (men) and £405 x £15—£580 (women) with additions for approved qualifications and training and increments for previous service and experience.

Forms and details (stamped addressed envelope) from Chief Education Officer, County Offices, Chelmsford. Closing date 5th May, 1956.

SUMMER SCHOOL

THE PIPERS' GUILD

The Annual Summer Vacation School will be held at Shenstone Training College, near Kidderminster, Friday, July 27th to August 10th. Students may attend either or both weeks. It is Educational and Recreational, and is planned for those who are lovers of Music and Handicraft. Classes for beginners and Advanced Students. Apply—Mrs. Rigg, Meadowrise, Washington, Sussex.

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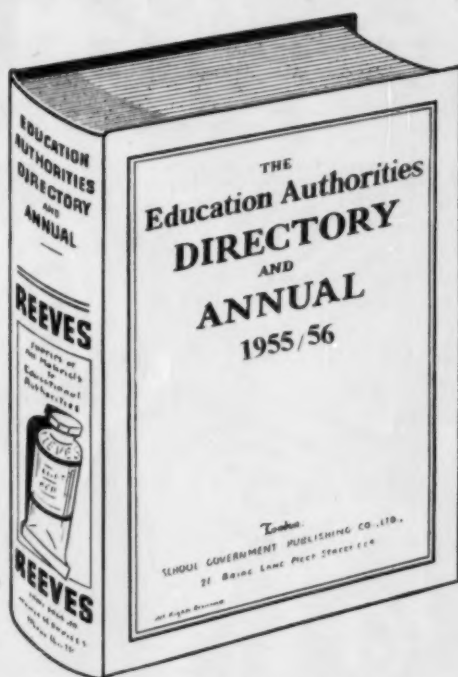
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